



JOHN ENGLER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 28, 2002

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Approval of Criteria for the 2002-2003 No Child Left Behind Act, Title II, Part A:
Improving Teacher Quality Competitive Grants Program

The No Child Left Behind Act of 2001 authorizes a new teacher and principal professional development competitive grants program delimited within Title II, Part A, of the legislation. The competitive grants program supports the formation of partnerships between high-need local education agencies defined in Section 2101(3) of the Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom by the academic year 2005-2006.

For fiscal year 2003, \$2,707,316 is available to fund competitive grant awards to support teacher and principal professional development. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of grants from the available funds.

The attached, "Criteria for Title II, Part A - Improving Teacher Quality Competitive Grants Program," provides background information and the proposed criteria for the 2002-2003 competition.

It is recommended that the State Board of Education approve the Criteria for the 2002-2003 No Child Left Behind Act, Title II, Part A: Improving Teacher Quality Competitive Grants Program, as described in the Superintendent's memorandum dated August 28, 2002.

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MICHIGAN STATE BOARD OF EDUCATION

Criteria for Title II, Part A – Improving Teacher Quality Competitive Grants Program

The State Board of Education has adopted as its Strategic Goal, “Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

☒ Competitive

☐ Formula

☒ New

☐ Continuation

The No Child Left Behind (NCLB) Act of 2001 authorizes a new teacher and principal professional development competitive grant program delimited within Title II, Part A, of the legislation. The competitive grants program supports the formation of partnerships between high-need local education agencies (LEAs), defined in Section 2101(3) of the Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom by the academic year 2005-2006.

TOTAL FUNDS AVAILABLE

For fiscal year 2003, \$2,707,316 is available to fund competitive grant awards to support teacher and principal professional development. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of grants from the available funds.

LEGISLATION

President Bush signed the Elementary and Secondary Education Act, No Child Left Behind Act of 2001, into law on January 8, 2002. The legislation focuses on improving student achievement for all students, especially children in the nation’s most disadvantaged schools and communities. Title II, Part A, authorizes the Improving Teacher Quality Competitive Grant Program for

establishing partnerships between high-need local education agencies, colleges or departments of teacher education, and colleges or departments of arts and sciences to provide professional development to teachers and principals.

RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES

The Improving Teacher Quality Competitive Grant Program further assists the State Board of Education with the goal of prioritizing service to low-performing schools. The program addresses the Strategic Initiatives of Ensuring Excellent Educators because priority is given to applicants that propose partnerships between high-need local education agencies and institutions of higher education.

CRITERIA

☒ Defined in Legislation ☐ Defined in Department's Grant ☐ Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients, the MDE must make awards of *Improving Teacher Quality State Grants Program* funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

1. Professional development activities in core academic subjects to ensure that:
 - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. May include activities of partnerships between one or more LEA, one or more of the LEA's schools, and one or more institution of higher education (IHE) for the purpose of improving teaching and learning at low-performing schools.

Eligibility is limited to partnerships comprised at a minimum of (1) a private or public IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA (see below).

An eligible partnership may also include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:

- (A)(i) That serves not fewer than 10,000 children from families with incomes below the poverty line; or
- (ii) For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
- (B)(i) For which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
- (ii) For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

ELIGIBLE APPLICANTS

All applications for a grant award must be made by institutions of higher education. An institution of higher education must serve as the fiscal agent for the project.

OFFICE ADMINISTERING GRANT

Office of Professional Preparation Services

PROGRAM ADMINISTERING GRANT

Client Services Unit

PROGRAM CONTACT

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